



## Northern Lights Special Education Cooperative

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### Description of PAES Lab and How to Document PAES Lab Services on an IEP

PAES: Practical Assessment Exploration System, is a research based, data driven, age appropriate transition assessment of employment potential. The goal of the PAES Lab, a preliminary work site, is to increase vocational programming for students with disabilities and to foster community integration in the workforce. The PAES Lab's assessment data provides staff, students and their family as well as community service providers (i.e. vocational rehabilitation counselor) information on the student's ability to work independently, accuracy of the student's work as well as the rate of speed, as a means to determine needed post school supports following high school.

This vocational setting will provide an area for students with all disabilities a location to learn entry-level skills in a variety of work/career clusters, how to follow procedures, learn and practice appropriate work behaviors, discover their interest for certain tasks and job skills as well as learning how to problem solve. Following a student's completion of the PAES assessments, the team will know what skills a student can perform, what assistance or adaptations are required, the best "next" steps, strengths, interests and preferences, the level of work behaviors as well as vital transition information for more in-depth transition IEP's and employment potential.

School teams also work with students to establish a relationship with an adult service agency, such as Vocational Rehabilitation Services and county services. These agencies can provide a variety of services to students after they exit high school such as job skills training, job shadowing and placement, as well as assisting students with living arrangements.

The PAES lab is designed for middle, high school and students in the 18-21 year age group. Ultimately, it is best to start students out in middle school. Students with severe profound disabilities may need significant accommodations/modifications in order to participate. Teams are encouraged to connect with the PAES Lab Supervisor as well as an NLSEC Work Based Learning Coordinator with potential students.

The five work areas of a PAES Lab include:

- **Business | Marketing**  
How to collate, alphabetize, file information, numerical sorting, typing, how to use a 10 key calculator and the running of a cash register.
- **Processing | Production**  
Bolt assembly, pipe assembly, color recognition and assembly, form design, visual perception, using cutting tools such as scissors and a paper trimmer, telling time both analog and digital.
- **Computer | Technology**  
Data entry, word processing, mailing technology, how to use mail, information technology, information management, using powerpoint and digital photography.
- **Consumer | Service**  
How to measure cloth, hand and machine sewing, cloth construction, food preparation, food measurement, food service, how to use kitchen appliances and housekeeping and custodial type job skills.
- **Construction | Industrial**  
How to use measuring tools, how to use different types of hand tools, using bolts, nails and screws, using different types of shop saws, metal projects, basic electrical projects and wood cutting.

## How to Document on a Student's IEP

Depending on the timing of a student participation in the PAES Lab, the team may either need to amend the IEP or incorporate pieces during the annual IEP meeting. Make sure to connect with related service providers as well, if they are a part of the student's team. They can be valuable with providing input surrounding the student's successful participation in the PAES Lab. Below are components of the IEP that will need to be changed and/or considered:

**Team Members:** Make sure to include the PAES Lab Supervisor as well as an NLSEC Work Based Learning Coordinator and/or NLSEC Secondary Transition Coordinator in the meeting along with outside agency support (VRS, County).

**Federal Setting:** Depending on the structure of the PAES Lab, it may be considered a special education classroom or a general education classroom. *If* it is a special education classroom, that may affect the student's federal setting by increasing their service time.

**Present Levels of Performance:** As required, all 5 areas of secondary transition must be included, but also documenting justification for the student's need to participate in the PAES Lab. This data may come from the transition assessments in the student's evaluation, work experience placements, parent and/or teacher input, and students measurable post secondary goals.

**Goals/Objectives:** When a student participates in the PAES Lab there must be a goal and/or objective(s) incorporated into the IEP as a need was identified in the PLAAFP. *(See PAES Goals and Objectives).*

**Courses of Study:** Make sure to add PAES Lab to courses. Depending on the student's pace, this may be a semester long course or longer if needed and appropriate. *(Discuss this with the PAES Lab Supervisor).*

**Transition Services (pg. 2):** Student's participation in the PAES lab can fall under the following categories; instruction, community participation, the development of employment and other post-school adult living objectives, functional vocational evaluation. Sample verbiage: *Student will participate in the PAES Lab to increase their skills with (related IEP goal and objectives).*

**Services:** Below is an example of how you can document the service of PAES Lab on the IEP. Connect with the PAES Lab Supervisor on the direct service time and frequency of the class. Provider number will be the PAES Lab Supervisor.

SERVICES									
Special Education and Related Services (primarily direct instruction and services)									
Order #	1	Service	DCD-Mild/Moderate		Location	PAES Lab		Remove	
		Transitional Workplace Skills							
		Minutes per session							
Frequency	5	x	week	Indirect Min	Direct Min	Anticipated duration	Start Date	End Date	
					50	1 year	12/08/2020	12/08/2021	
Provider	1895	Supervisor		Direct minutes	Indirect minutes	Service hours			
Either service does not fall on any instructional days or instructional days are not entered.									

Assistive Technology: Consider any AT tools that the student may need to function as independently as possible in the PAES Lab.

Paraprofessional Support: If the student utilizes additional adult assistance, discuss and document the need for this within the PAES Lab. Having a conversation with the PAES Lab Supervisor regarding the set-up and duties for the AAA is highly recommended.

Transportation: Special education transportation will be provided to and from the PAES Lab for the student.

Least Restrictive Environment: *If* the PAES Lab is considered a special education classroom, document the reason/need for the student to participate in the lab along with describing the general education classes the student will not be participating in.

Accommodations/Modifications: Consider specific accommodations and/or modifications the student may need to participate in the PAES Lab as independently as possible.

## **Examples of PAES Lab Workplace Skills Goals/Objectives**

These objectives offer examples that can be used to monitor student progress and achievement related to skills included in the PAES Lab. Please keep in mind that these are starters and will need to be individualized based on student needs.

### **1. Hygiene & Grooming:**

Student will demonstrate (describe specific grooming or hygiene need) 100% of the time for (describe the time frame, e.g., 3 consecutive weeks) as measured by (describe the type of Measure, e.g., teacher checklist).

Example: Julie will brush her teeth at least once a day for 21 consecutive days as measured by parent/teacher daily documentation form.

### **2. Communication Skills:**

Student will demonstrate (describe specific communication skill need) 100% of the time for (describe the time frame, e.g., 3 consecutive weeks) as measured by (describe the type of measure, e.g., teacher checklist).

Example: Ron will express his need to use the restroom 100% of the time before he leaves the classroom for 10 consecutive dates as measured by teacher documentation form.

### **3. Motivation Level:**

Student will demonstrate motivation by verbally expressing his/her interest in completing assigned tasks at least once per day for a 4-week period as measured by teacher documentation form.

### **4. Behavior:**

During a (describe the time frame, e.g. two hour period every day for 10 days) the student will or will not engage in (describe specific behavior) as measured by (describe the type of measure, e.g. Teacher checklist observation, etc.).

Example: Jeremy will have a 30-minute time period of time every day for 10 consecutive days in which he does not engage in any form of arguing as measured by teacher documentation form.

Example: During a 30-minute time period every day for 10 consecutive days, Jeremy will not engage in self-degrading comments as measured by teacher documentation form.

### **5. Physical Capacity to Work:**

Student will demonstrate increased physical endurance by (describe specific physical improvement, e.g., standing) for (describe the period of time, e.g., 30 minutes at least once per day for 10 days) as measured by (describe the type of measure, e.g., teacher checklist).

Example: Jessie will demonstrate increased physical endurance by standing for 30 minutes at least once per day for 10 days as measured by teacher documentation form.

### **6. Staying on Task:**

Student will demonstrate increased time staying on task by working without need for teacher reminders 100% of the time for (describe the time frame, e.g., 30 minutes at least once per day

for 10 days) as measured by (describe the type of measure, e.g., teacher checklist).

Example: Jonathan will demonstrate increased time on task by working without need for teacher reminders for 30 minutes per day for 10 days as measured by teacher documentation form.

## **7. Quality of Work:**

Student will evaluate his/her work against a pre-established standard and correct errors to 100% accuracy on 10 consecutive activities as measured by teacher documentation form.

## **8. Production Rate:**

Student will increase his/her production rate by 10% during a 4-week period as measured by teacher documentation form.

## **9. Attendance:**

Student will call a designated teacher 100% of the time when he/she is going to be absent for 9 consecutive weeks as documented by teacher checklist.

## **10. Punctuality:**

Student will (describe specific punctuality issue) (describe time frame, e.g., every day for 2 consecutive weeks) as documented by (describe the type of measure, e.g., teacher checklist).

Example: Shawn will come directly to class and promptly begin work every day for 2 consecutive weeks as documented by teacher checklist.

## **11. Frustration Tolerance:**

Student will demonstrate appropriate behavior in dealing with frustration, anxiety, and stress by (describe the appropriate behavior) (describe the time frame, e.g., 100% of the time for 3 consecutive weeks) as measured by (describe the type of measure, e.g., teacher checklist, observation, etc.).

Example: Sally will demonstrate appropriate behavior in dealing with frustration by asking to speak with a designated teacher about the frustration instead of making verbal outbursts 100% of the time for 3 consecutive weeks as measured by teacher documentation form.

## **12. Personal Complaints:**

Student will demonstrate appropriate ways to express personal complaints (describe appropriate behavior) (describe time frame, e.g., 100% of the time for 3 consecutive weeks) as measured by (describe the type of measure, e.g. teacher checklist, observation, etc.).

Example: Jason will demonstrate appropriate ways to express personal complaints by writing his complaint on his daily log 100% of the time for 3 consecutive weeks as measured by teacher documentation form.

## **13. Distractions:**

Student will remain focused on tasks without responding to distractions for (describe time frame, e.g., 30 minutes at least once per day for 3 consecutive weeks) as measured by (describe the type of measure, e.g., teacher checklist, observation, etc.).

Example: Paul will remain focused on tasks without responding to distractions for 30 minutes at

least once per day for 3 consecutive weeks as measured by teacher documentation form.

#### **14. Reactions to Non-Preferred Work:**

Student will demonstrate appropriate ways to respond to non-preferred work assignments by (describe appropriate behavior as opposed to the inappropriate behavior) (describe time frame, e.g., 100% of the time every day) on 5 consecutive incidents of change as measured by (describe the type of measure, e.g., teacher checklist, observation, etc.).

Example: William will demonstrate appropriate ways to respond to non-preferred work assignments as opposed to arguing with the teacher by asking if he can discuss the change with the teacher on 5 consecutive incidents of change as measured by teacher documentation form.

#### **15. Reactions to Monotonous Tasks:**

Student will demonstrate appropriate ways to respond to unpleasant or monotonous tasks by (describe appropriate behavior as opposed to the inappropriate behavior) (describe time frame, e.g., 100% of the time every day for 3 consecutive weeks) as measured by (describe the type of measure, e.g., teacher checklist, observation, etc.).

Example: Jill will demonstrate appropriate ways to respond to unpleasant or monotonous tasks by asking permission to express her frustration as opposed to making verbal outbursts 100% of the time every day for 3 consecutive weeks as measured by teacher documentation form.

#### **16. Following Directions:**

Student will follow two-step (or more) directions with 100% accuracy on 5 consecutive Opportunities as measured by teacher documentation form.

#### **17. Problem Solving:**

When the student responds “Yes” to the question: “So you know how to do this job”, the student will successfully demonstrate a job with 100% accuracy on 5 consecutive opportunities as measured by teacher documentation form.

Student will demonstrate reliance on his/her own problem-solving ability by (describe the particular need of the individual, e.g., making an effort to read the directions) on 10 consecutive tasks as measured by teacher documentation form.

Example: Ken will demonstrate reliance on his own problem-solving skills by making an effort to read the directions on 10 consecutive tasks as measured by teacher documentation form.

#### **18. Rules and Safety:**

Student will follow safety rules 100% of the time for 3 consecutive weeks as measured by (describe the type of measure, e.g., teacher checklist, observation, etc.).

#### **19. Care of Equipment and Waste of Materials:**

Student will demonstrate appropriate care of equipment and materials 100% of the time on 5 consecutive activities as measured by teacher documentation form.

#### **20. Cleanliness of Work Area:**

Student will maintain a clean and orderly work area 100% of the time on 5 consecutive activities As measured by teacher documentation form.

**21. Possession of Basic Job Skills:**

Student will demonstrate (describe a marketable skill suitable for an entry-level job) with 100% accuracy on 5 trials as measured by teacher documentation form.

Example: Sam will enter name, address, and phone number in a computer database for 20 individuals on 5 consecutive trials with 100% accuracy as measured by teacher documentation form.

**22. Amount of Instruction Needed To Learn a Task:**

Student will accurately state whether he/she knows how to do the Job 100% of the time when asked at Step 5 of the Work Procedure as measured by teacher documentation form.

**23. Retaining Hands-On Skills:**

Student will retain a “hands-on” skill learned on one task and apply the same “hands-on” skill on another task with 100% accuracy without prompts from the teacher on 5 consecutive activities as measured by teacher documentation form.

**24. Retaining Cognitive Skills:**

Student will retain (describe the cognitive skill) learned on one task and apply the same cognitive skill on another task with 100% accuracy without prompts from the teacher on 5 consecutive activities as measured by teacher documentation form.

**25. Intervention Needed to Maintain Work Independence:**

Student will demonstrate work independence 100% of the time after initial teacher instructions on 5 consecutive activities as measured by teacher documentation form.

**26. Accepts Supervisory Authority:**

Student will appropriately accept supervisory authority 100% of the time for 3 consecutive weeks as measured by teacher documentation form.

**27. Response to Close Supervision:**

Student will appropriately accept performance monitoring 100% of the time for 3 consecutive weeks as measured by teacher documentation form.

**28. Requests for Supervisor’s Assistance:**

Student will make appropriate requests for assistance 100% of the time for 3 consecutive weeks as measured by teacher documentation form.

**29. Reaction to Criticism:**

Student will respond to criticism and pressure appropriately 100% of the time for 3 consecutive weeks as measured by teacher documentation form.

**30. Getting Along with Co-Workers:**

Student will demonstrate appropriate social interaction with co-workers at least one per day For 3 consecutive weeks as measured by teacher documentation form.

## **Examples of PAES Lab Functional Skills Goals/Objectives**

### **Linear Measurement:**

The student will demonstrate proficiency in linear measurement by completing 10 consecutive tasks that require the student to measure to the nearest eighth inch with 100% accuracy as reported by teacher documentation form.

### **Liquid/Dry Measurement:**

The student will demonstrate proficiency in liquid / dry measurement by completing 10 consecutive tasks that require measurement of various amounts (one-fourth, one-third, one-half, three-fourths, and two thirds cup) of liquid and dry ingredients with 100% accuracy as recorded by teacher documentation form.

### **Making Change:**

Student will demonstrate proficiency in making change by counting various amounts of money using pennies, nickels, dimes, and quarters for 10 counting change problems with 100% accuracy on 5 consecutive occasions as reported by teacher documentation form.

### **Telling Time:**

Student will demonstrate proficiency in telling time by reading the hands on a clock to the nearest minute with 100% accuracy for 10 time problems on consecutive occasions as reported by teacher documentation form.

### **Business/Marketing:**

Example: Joshua will enter 20 three-digit amounts on the cash register with 100% accuracy on 5 consecutive occasions as reported by teacher documentation form.

### **Computer/Technology:**

Example: Clara will enter data in a computer spreadsheet with 100% accuracy on 5 consecutive occasions as reported by teacher documentation form.

### **Construction/Industrial:**

Example: Jane will use basic hand tools appropriately to construct a simple wood project as reported by teacher documentation form.

### **Processing/Production:**

Example: Rachel will follow three-step assembly directions with 100% accuracy on 5 consecutive trials as reported by teacher documentation form.

### **Consumer/Service:**

Example: Ron will follow the directions on a simple recipe independently with 100% accuracy on 5 consecutive occasions as reported by teacher documentation form.

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